



# GEORGIAN COURT UNIVERSITY

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THE MERCY UNIVERSITY OF NEW JERSEY

Master's in Applied Behavior Analysis

Student Handbook



Revised Summer 2024

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## INTRODUCTION

### Letter of Welcome

Dear Student,

Welcome to the MA in Applied Behavior Analysis (ABA) at Georgian Court University (GCU)!

As a student in the program, you have met the criteria of being an individual who has the commitment and potential ability to develop into a scholar and practitioner of ABA. There is an expectation that as a student and behavior analyst you will always engage in ethical professional practice. Further, it is expected that you will be committed to the scientific approach and only engage in practices that are evidence based. Only those students who have developed the knowledge of ABA practice and continually demonstrate ethical behavior will be permitted to complete the program.

The graduate program is designed for individuals who are seeking to become a Board Certified Behavior Analyst<sup>®</sup> (BCBA<sup>®</sup>) and gain employment in one of many exciting career opportunities available for behavior analysts. The demand for BCBA<sup>®</sup> is high in New Jersey as well as nationally. Many of our graduates have obtained employment in well-respected settings employing ABA. We are confident that you will find all faculty members supportive of your career goals.

The faculty are pleased that you have chosen to attend Georgian Court University and participate in a training program dedicated to the preparation of behavior analysts. If you have any questions or concerns that are not addressed by this handbook, please feel free to contact the program director or the other faculty members of the ABA program.

Respectfully,

The ABA Program Faculty

## PURPOSE OF THIS HANDBOOK

This handbook will provide students with the necessary information to successfully complete the program. In this handbook students will find information on the general operations of the ABA program, policies and procedures, and resources. While the ABA program is designed in accordance with both the [Association for Behavior Analysis International \(ABAI\)](#) VCS (Verified Course Sequence) and the [Behavior Analyst Certification Board® \(BACB®\)](#) standards, this handbook does not cover those standards thoroughly. It is the student's responsibility to gain a thorough understanding of the BACB® standards.

This handbook also serves to supplement the [Georgian Court University Student Handbook](#). While the ABA Program Student Handbook duplicates some information, it does not cover all information. Therefore, it is the student's responsibility to review and be familiar with the GCU Handbook.

Students should also familiarize themselves with the [Graduate Catalog](#) as it contains essential information related to courses offerings, current policies, and graduation requirements. The catalog is updated annually.

# GEORGIAN COURT UNIVERSITY

## **History**

Founded and sponsored by the Sisters of Mercy, GCU is on a magnificent 156-acre estate formerly belonging to financier George Jay Gould. Bordering Lake Carasaljo, the site is a National Historic Landmark with magnificent statuary, beautiful architecture and lush gardens, making it a truly breathtaking and inspiring place to learn, study, and live. The unique GCU atmosphere is one of a small college ambiance in a technologically advanced, highly esteemed university setting.

## **University Mission Statement**

Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the Institute of the Sisters of Mercy of the Americas since 2007, provides a comprehensive liberal arts education in the Roman Catholic tradition. The university has a special concern for women and is a dynamic community committed to the core values of justice, integrity, service and compassion, locally and globally.

Georgian Court University provides students with:

- A curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers;
- An environment for the entire university community to grow through shared educational, cultural, social, and spiritual experiences; and
- The will to translate concern for social justice into action.

# APPLIED BEHAVIOR ANALYSIS AT GEORGIAN COURT UNIVERSITY

## Program History

The MA in Applied Behavior Analysis program was launched in Fall of 2011 by Dr. Stephen Levine. Housed within the Department of Psychology and Counseling, the graduate program in Applied Behavior Analysis is designed to provide students with the knowledge and competencies to design and deliver effective behavioral interventions across populations and settings. Our ABA courses provide training in the philosophy of behaviorism, basic and applied principles, assessment, and intervention strategies, as well as ethical practice in the field of Applied Behavior Analysis.

## Program Mission

The mission of the MA in ABA at GCU is to prepare our graduates to engage in best practice as behavior analysts across a variety of activities and settings and with different consumers of behavior analytic services. While doing so, our graduates act in a way that is consistent with the Mercy core values of justice, integrity, service, and compassion, locally and globally. Our graduates engage in best practice that recognizes the dignity of all. We strive to incorporate principles of diversity, equity, and inclusion throughout all coursework and other training experiences.

## Program Goals & Objectives

### Goal 1: Ethics & Professional Standards

- Objective 1: Students will demonstrate their knowledge of the Professional and Ethical Compliance Code for Behavior Analysts of the BACB.
- Objective 2: Students will incorporate their knowledge of the ethics code of the BACB, relevant legal statutes, and best practice into all their coursework and professional activities.

### Goal 2: Theoretical & Conceptual Issues

- Objective 1: Students will demonstrate their knowledge of the theoretical and conceptual foundations of behavior analysis.

### Goal 3: Measurement & Experimental Design

- Objective 1: Students will demonstrate knowledge of research methodology in ABA including, but not limited to, single case design and research methodology used to explore basic principles of behavior in the primary literatures of experimental and applied behavior analysis.
- Objective 2: Students will be able to collect and analyze data.

#### Goal 4: Behavior Assessment & Intervention

- Objective 1: Students will demonstrate knowledge of defining and measuring behavior.
- Objective 2: Students will demonstrate knowledge of behavior change interventions.
- Objective 3: Students will demonstrate Assessment of behavior and development of behavior change interventions as evidenced by program coursework.

#### Goal 5: Communication Skills.

- Objective 1: Students will produce organized and logically cohesive written work using APA style.
- Objective 2: Students will prepare and deliver presentations on a variety of topics in ABA to a variety of audiences.

The Association for Behavior Analysis International has verified GCU's core ABA courses as meeting the coursework requirement for eligibility to take the Board Certified Behavior Analyst® examination. Exam applicants will also need to meet supervised fieldwork requirements before they can be deemed eligible to take the examination.

### **General Program Overview**

The MA in Applied Behavior Analysis is 39 credits consisting of 13 courses. There are 3 tracks of study. In all tracks, there are 10 required courses (30 credits). These are comprised of 7 courses (21 credits) that are part of the ABAI® verified course sequence. There is an additional required course (3 credits). All students are also required to take a two-semester practicum course (6 credits). Students also have options to enroll in elective courses that comprise the different tracks of study (minimum of 9 credits). Courses are conducted in hybrid and online formats. Core courses are conducted primarily in hybrid formats with an emphasis on face-to-face interactions which we believe maximizes student learning. Hybrid courses are scheduled in the late afternoons and evenings to meet the needs of students who are employed during the day.

It is expected that most students will attend the program full time. However, there is an option for part time study. Students enrolled part-time should work with a faculty advisor to determine a course sequence that best meets the students' scheduling needs. Students can begin in the fall, spring, or summer semesters.

### **Tracks of Study**

There are three tracks of study within the 39 credit master's program. The first is the Generalist Track, which prepares students to practice behavior analysis in a variety of settings including clinics, homes, and schools. The second is the Autism Specialist Track, which prepares students to practice behavior analysis primarily with individuals diagnosed with ASD or intellectual disabilities in all types of settings. In this track, students have the option to also earn a post-master's graduate certificate in Autism Studies. Finally, there is the School Specialist Track,



which prepares students to practice behavior analysis in all types of school settings working with all types of students.

Coursework for each track can be found [here](#).

## PROGRAM FACULTY

The faculty members in the graduate ABA program include Board Certified Behavior Analysts with extensive experience in the areas of clinical services, education, and research across a variety of client populations including autism and intellectual/developmental disabilities. Faculty members can provide individualized attention to each graduate student and provide mentorship even after graduation.

### Core Program Faculty

[Theresa J. Brown, Ph.D., BCBA-D](#), Professor & Program Director

Dr. Brown earned her Ph.D. in Social Psychology from Bowling Green State University. She has an M.A. in Applied Behavior Analysis. In addition to being a Doctoral-level Board Certified Behavior Analyst, she is a NJ Certified School Psychologist. She has a Post Graduate Certificate in Autism Spectrum Disorders. Dr. Brown has worked with children with individual diagnosed with Autism Spectrum Disorders (ASD) and other disabilities for over 15 years providing school and home based services. Her areas of professional and research interest include professional issues in school psychology and behavior analysis and work life balance among parents of children with disabilities.

[Chad Kinney, Ph.D., BCBA-D](#), Assistant Professor

Dr. Kinney earned his Ph.D. in Applied Behavior Analysis from Florida International University. He is a Doctoral-level Board Certified Behavior Analyst. He has extensive teaching experience. Dr. Kinney has served as a behavior consultant and has provided behavior services in clinic, home, and school settings. Dr. Kinney has published and presented in several areas including organizational behavior management, visual analysis, and graphing. Dr. Kinney has published a book on standard behavior graphs.

### Affiliated Faculty

[Cynthia Ninivaggi, Ph.D., BCBA](#), Associate Professor

Dr. Ninivaggi holds her Ph.D. in Anthropology from Temple University. She earned her M.A. in Behavior Analysis from Georgian Court University. She practices as a Board Certified Behavior Analyst. In her clinical work, Dr. Ninivaggi treats behavioral challenges in adults diagnosed with ASD and other co-morbidities.

[Lisa Dille, Ph.D., BCBA](#), Associate Professor

Dr. Dille is an Associate Professor of Education and researcher in the field of autism and special education. She holds an undergraduate degree in special education, an MA and EdM in special education, and a doctoral degree in Autism and Intellectual Disabilities from Teachers College, Columbia University. She is also a Board Certified Behavior Analyst. Currently, Dr. Dille is the Program Director of Teachers of Students with Disabilities and Autism at GCU in Lakewood, NJ in which she teaches and mentors graduate students preparing for careers in the education of

individuals with ASD. As a research fellow at Teachers College and in her current position at Georgian Court University, Dr. Dille worked on numerous research projects focusing on investigating effective approaches for teaching students with ASD. Her current research focuses on developing effective methods of increasing educator repertoires for instructing students diagnosed with ASD. Dr. Dille is a certified special education teacher and administrator who has taught in both the private and public sector. She is also a mother of an adult daughter diagnosed with ASD.

### **Adjunct Faculty**

Samantha DeFilippo, Psy.D., BCBA-D, Adjunct Instructor

Dr. DeFilippo is a New Jersey certified school psychologist, nationally certified school psychologist, and Board Certified Behavior Analyst. Dr. DeFilippo has seven years of experience in school settings working with children at the preschool, elementary, and high school levels with various disabilities including those diagnosed with ASD, behavior disabilities, and learning disabilities. Dr. DeFilippo has four years of experience as a behavior analyst providing services to children, adolescents, and adults in school, home, and group home settings.

### **Additional Program Support Faculty & Staff**

[Susan E. O. Field, Ph.D.](#), Chair, Department of Psychology & Counseling

Kayla Joyner, School Administrative Coordinator, [kjoyner@georgian.edu](mailto:kjoyner@georgian.edu), 732.987.2636

## Becoming a Board Certified Behavior Analyst

The BACB<sup>®</sup> webpage contains all the eligibility requirements for becoming a BCBA<sup>®</sup>. The general requirements indicate that applicants must:

1. Possess a minimum of a graduate degree (e.g., master's or doctoral) from an acceptable accredited institution. Degrees may also be accepted from degree programs in which the candidate completed an ABAI Verified Course Sequence.
2. Complete experience that fully complies with all the current [Experience Standards](#) as described in the BCBA<sup>®</sup> Handbook. It can be accessed [here](#). Applicants should carefully review the experience standards with their supervisor(s) before beginning their experience.
3. Take and pass the BCBA<sup>®</sup> examination. Authorization to take the exam is only provided to applicants who have submitted a complete application to the BACB<sup>®</sup>, including all documentation necessary to demonstrate that they have met the required criteria.

*It is strongly recommended that all graduates complete the BCBA<sup>®</sup> exam immediately following graduation or within one year. Waiting to apply for the exam may result in ineligibility due to changes in professional standards.*

## COURSE WORK



### ABA Verified Course Sequence #51230

Course Name & Number	Credits
ABA501 Ethical and Professional Conduct	3
ABA502 Measurement and Experimental Design	3
ABA503 Experimental Analysis of Behavior	3
ABA504 Philosophy of Behaviorism	3
ABA501/SPS5910 Behavior Assessment In Educational & Community Settings	3
ABA511/SPS6911 Behavior Interventions In Educational & Community Settings	3
ABA512/SPS6912 Advanced Behavior Interventions In Educational & Community Settings	3

### Required Miscellaneous & Practicum Courses

Course Name & Number	Credits
ABA505: Generalization & Training	3
ABA550 Practicum I	3
AB551 Practicum II	3

### Elective Courses

See current [graduate catalog](#) for course descriptions.

## VCS COURSE CONTENT ALLOCATIONS

Students entering the program beginning in Fall 2023 will be following the 5<sup>th</sup> Edition Task List. The grid below shows how the content of GCU’s courses meet the ABAI’s VCS requirements.

Content Areas and Courses	BACB Ethics Code and Code-Enforcement System; Professionalism	Philosophical Underpinnings	Concepts & Principles	Philosophical Underpinnings; Concepts & Principles (BCaBA use only)	Measurements, Data Display and Interpretation; Experimental Design	Behavior Assessment	Behavior-Change Procedures; Selecting and Implementing Interventions	Personnel Supervision and Management
<b>BCBA (reference)</b>	45	90			45	45	60	30
<b>BCaBA (reference)</b>	30			45	30	45	60	15
ABA502					45			
ABA503			45					
ABA504		45						
SPS5105	45							
SPS5910						45		
SPS6911							45	
SPS6912							15	30

## SUPERVISED FIELDWORK

Eligibility to take the BCBA<sup>®</sup> examination requires not only completion of ABAI verified course work, but also entails students gaining a specific number of supervised fieldwork hours in an applied setting. This allows students to practice skills learned in the classroom and to further develop ethical and professional behaviors. Experiences must address skills listed in the current BACB<sup>®</sup> Task List.

Supervised fieldwork can only be acquired under the supervision of a BCBA<sup>®</sup> in good standing and who has completed the BACB<sup>®</sup> requirements for supervision. It is important that students carefully consult the BACB<sup>®</sup> website for the most up to date information about the supervised fieldwork requirements.

At the time of this revision of this handbook, students are immediately eligible to accrue experience hours upon starting course work in the ABA program. Students are strongly encouraged to secure a site and a supervisor that will allow them to do so. It is the responsibility of the students to do so. The practicum instructor must approve the site and the site supervisor. More information about this is given in the Practicum section of this handbook.

### **Liability Insurance**

Professional liability insurance is required for all students who enroll in practicum and it is highly recommended for students completing independent fieldwork or practicing ABA in any capacity. Liability insurance is inexpensive and there are several sources where students can obtain liability insurance at a discounted cost. Two sources to obtain liability insurance are:

1. Association for Behavior Analysis International (ABAI)
2. Association for Professional Behavior Analysts (APBA)

*We do not endorse either agency. There are also other sources to obtain liability insurance.*

# PRACTICUM

## Setting

All MA in ABA students complete two 3-credit Practicum courses during their last two semesters of attendance. As part of the practicum, students must secure a worksite that satisfies the program standards and the Association for Behavior Analysis International (ABAI) accreditation standards for experiential learning. The worksite and worksite clinical supervisors are vetted and approved by GCU faculty, at the discretion of the faculty, before a student may begin Practicum. Students should receive weekly supervision from their worksite supervisor. Students should be engaged in activities consistent with the guidelines articulated in the ABAI accreditation standards for experiential learning. These guidelines can be accessed [here](#). Students must also meet weekly with their practicum instructor.

In addition, across the two Practicum courses, students will complete a master's project (i.e., thesis equivalent research project). "The purpose of the thesis or equivalent standard is to develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion" (ABAI, 2024). This project will be applied in nature where you will develop, implement, and evaluate a behavior intervention plan for a client at your practicum worksite.

As a cautionary note, there are some providers of ABA services who cannot provide well-rounded supervision or experiences due to the nature of service delivery (e.g. some in-home services). The supervising faculty member reserves the right to deny permission to earn hours in instances where appropriate supervision is not ongoing.

## Supervisors & Supervision

Students are responsible for securing their own BCBA<sup>®</sup> supervisor. Securing a supervisor can be competitive and very challenging. Students are recommended to begin this process shortly after admission to the program or well before entering practicum. If students have a difficult time securing a supervisor after a reasonable search, ABA faculty will assist by guiding students to appropriate sources to look search for opportunities. However, the ABA faculty cannot guarantee arrangements with an appropriate supervisor.

Consistent with guidelines set forth by the BACB<sup>®</sup>, BCBA<sup>®</sup> supervisors must be in good standing. We urge students to familiarize themselves with the BACB<sup>®</sup> supervisor standards before approaching a supervisor. Experience and supervision hours must be carefully documented. Students can access supervision standards in the BCBA<sup>®</sup> Handbook.

## Appropriate Activities

While gaining experience in applied settings, students must be engaged in work that is thoroughly based on Applied Behavior Analysis. These activities should be drawn from the current BACB<sup>®</sup> Task List. Some examples include identifying and defining target behaviors,



designing data collection systems, conducting assessments, designing behavior interventions, and training others to implement interventions. Students are urged to ensure that the supervision agreement specifies that the supervisor will train the necessary skills. Inappropriate activities include, but are not limited to, non-ABA interventions (e.g., Floortime, Sensory Integration). Other examples of inappropriate activities include traditional classroom teaching and administrative duties not related to ABA activities.

Students must also be aware that implementing behavior intervention plans that were designed by someone else can only account for a portion of experience hours. Students are advised to ensure that the experience provided includes learning to conduct assessments and designing and evaluating interventions.

Students are responsible for monitoring the current experience standards set forth by the BACB®. These can be found in the BCBA® Handbook.

### **Practicum Course Format**

The Practicum courses involve students gaining supervised experience in an approved setting and meeting with an on-site BCBA® supervisor. In addition, students will meet weekly with the practicum course instructor sharing information on what task list skills have been learned at the practicum site. Students will also propose and defend their master's projects during the practicum course meetings. More information about the practicum course is given in the syllabus. More information about the master's project is given below and in the practicum course syllabus.

### **Practicum Site Contract**

All students enrolled in the practicum must complete the practicum site contract each semester in which they are enrolled in the practicum and for each practicum setting. A copy of the practicum site contract is available in Appendix B.

## Master's Project

All MA in ABA students complete two 3-credit Practicum courses during their last two semesters of attendance. As part of the practicum, students must secure a worksite that satisfies the program standards and the Association for Behavior Analysis International (ABAI) accreditation standards for experiential learning. The worksite and worksite clinical supervisors must be vetted and approved by Georgian Court University faculty before a student may begin Practicum. Students should receive weekly supervision from their worksite supervisor. Students should be engaged in activities consistent with the guidelines articulated in the ABAI accreditation standards for experiential learning. Students must also meet weekly with their practicum instructor.

In addition, across the two Practicum courses, students will complete a master's project (i.e., thesis equivalent research project). "The purpose of the thesis or equivalent standard is to develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion" (ABAI, 2024). This project will be applied in nature where you will develop, implement, and evaluate a behavior intervention plan for a client at your practicum worksite.

### First Semester of Practicum

- Secure a practicum worksite.
- Obtain liability insurance.
- Have the practicum worksite approved by the MA in ABA GCU program director or practicum course instructor.
- Sign all necessary contracts (see Appendix B).
- Identify a client at the worksite for whom you will develop, implement, and evaluate a behavior intervention plan (i.e., your master's project).
- Secure permission from the practicum site supervisor and the practicum course instructor for developing a master's project intervention focused on this client's behavior.
- Identify a second reader for the master's project. The second reader may be a GCU faculty member, a faculty from another university, or your site supervisor. If the second reader is not a GCU faculty member, the MA in ABA GCU program director or practicum course instructor must provide approval. The practicum course instructor will serve as your first reader (i.e., advisor) for the behavior intervention plan.
- Develop a rationale for selecting a particular client behavior (e.g., a statement of the problem to be addressed and why it is important).
- Develop a summary (i.e., introduction) of behavior-analytic empirical literature relevant to the behavior intervention plan. The summary should include no less than 10 journal articles.
- Develop the behavior intervention plan (i.e., method); this should include operational definitions of the target behavior/s, data collection system, and behavior-analytic, evidenced-based assessment/intervention procedures.

- Be sure to consider client's culture and personal characteristics (e.g., SES, gender, race, ethnicity) might impact the client's responsiveness to the behavior intervention plan.
- Produce an APA-style manuscript that contains a title page, abstract, introduction, method, references, and, if applicable, tables and/or figures.
- Propose master's project at a formal class presentation; include slides for the presentation.
- Secure GCU IRRB approval for completion of the master's project.

### **Second Semester of Practicum**

- Design and collect materials necessary for conducting the intervention plan (e.g., data forms, stimulus sets).
- Collect baseline data
- Implement behavior intervention plan
- Collect intervention data, including
  - Consistent monitoring of behavior change through data collection, graphing, and visual analysis
  - Modification of behavior intervention plan as needed
  - Be sure to include data, graphs, and discussions of modifications in your APA-style manuscript (see next step)
- Develop an APA-style manuscript that contains a title page, abstract, introduction, method, results, discussion, references, and tables and/or figures
- Defend master's project at a formal class presentation; include slides for the presentation

## ACADEMIC REQUIREMENTS

### Admission Criteria

1. Baccalaureate degree from an accredited college or university.
2. Undergraduate major in Psychology, Special Education, Education, Speech Pathology, Social Work or similar discipline is preferred
3. Minimum undergraduate major grade point average of 3.0 on a 4.0 scale.
4. Applicants with deficiencies may be required to register for appropriate undergraduate courses without graduate credit.
5. Successful completion of an interview with the program faculty. Interviews will only be scheduled for those applicants who meet the criteria indicated above and have a completed application.
6. Completed self-managed application packet, including the following:
  - a. Completed application for admission
  - b. A check or money order for \$40 (non-refundable) made payable to Georgian Court University.
  - c. An essay statement of the applicant's reasons for applying to the Applied Behavior Analysis program including what factors influenced the applicant's decision and how this program will facilitate attainment of the applicant's professional goals for the future.
  - d. Sealed and signed envelopes containing official transcripts of every undergraduate and graduate institution the applicant has attended. If the official seal has been broken, the transcript is unofficial and cannot be accepted for use toward the application. Official transcripts electronically transmitted directly from the Registrar's Office of each institution will be accepted in lieu of a paper copy.
  - e. One letter of recommendation written by a professor, supervisor, or other professional. Letters from friends, parents, or clients are not acceptable.

### Grading

The grading system used in each course will be consistent with those set forth in GCU Student Catalog and will be included in each course outline. Course grades are awarded based on evaluation of the student's academic performance in a particular course in accordance with criteria described for that course. Criteria includes quizzes, exams, and assignment grades, but can also entail a measure of student participation.

**Students who earn a grade below a B- in any ABA/SPS course will be required to repeat that course. Students who earn two or more grades below a B- will be formally reviewed by program faculty and may be subject to academic dismissal.**

The performance of each student will be reviewed each semester by the program faculty. A student who is deemed to demonstrate academic deficiencies will meet with members of the

program faculty. The student may be placed on probation or dismissed from the program. For a student who is placed on probation, a remediation plan may be developed that will address the deficiency. The deficiencies and remediation plan will be documented and placed in the student's file. It is expected that the behavioral deficit will be ameliorated prior to the completion of the subsequent semester.

Students have the right to appeal their grades. Information about the process for doing so can be found [here](#).

### **Non-academic Performance**

In addition to academic performance, students are expected to always act according to the ethical standards of the BACB®. They are also expected to behave in a professionally appropriate manner and with positive interpersonal behavior. Professional behaviors include, but are not limited to respecting human diversity, adaptability, dependability, teamwork, initiative, effective communication skills, responsibility and openness to feedback and supervision.

Certain professional work characteristics are critical to the success of program graduates as they venture into professional practice as a BCBA®. In addition to the general academic policy stated above, the GCU ABA faculty also conducts the Annual Review of Student Progress and Professional Work Characteristics to assess students' performance, professionalism, and appropriateness for professional practice as a BCBA®. A copy of this form can be found in Appendix B of this handbook. The program faculty evaluates all students at least once per year, although this review may take place at any time during the academic year as troublesome situations arise. Students are provided with a copy of the Annual Review of Student Progress and Professional Work Characteristics which is completed by program staff members who are familiar with the classroom work of the students. These characteristics also are evaluated by the Practicum supervisors.

If in the judgment of the program faculty, a student has violated the ethical standards of the profession or demonstrated inappropriate interpersonal or professional behavior, the student may not be permitted to continue in the program. At the sole discretion of the program faculty, a student may be required to develop and satisfactorily implement a plan to ameliorate the behavior of concern. Violations of ethical standards or other egregious behavior may result in the program faculty holding the review immediately at which time dismissal may be decided upon. A student may utilize the appeal procedures of the University to appeal such a decision. The appeal process is accessible on the university's web site.

Violations of ethical and professional standards are also of utmost importance in the training and practice of Applied Behavior Analysis. When concerns exist about professional behaviors, the student will meet with the Program Director to discuss the concerns. A Performance Improvement Plan will be developed, and ongoing meetings will occur to determine improvements based on stated benchmarks. Some examples of professional standards which may lead to a Performance Improvement Plan and eventual dismissal from the program if improvement is not demonstrated include, but are not limited to, the following:

- An inability to assess problem situations and determine how to negotiate/compromise or resolve professional situations

- An inability to recognize personal/boundary issues that prevent the candidate from learning appropriate professional behaviors
- An inability to work collegially as a team/cohort member
- An inability to accept supervisory feedback from program faculty and/or field supervisors designed to enhance professional functioning
- An inability to respect individual differences regarding race, ethnicity, gender, sexual orientation, or ability

## GENERAL STUDENT EXPECTATIONS

As a student in Georgian Court University's Program in Applied Behavior Analysis, you are a representative of:

- The field of Applied Behavior Analysis
- Georgian Court University
- The ABA Program
- Each faculty member within the program

We expect that all students will conduct themselves in a professional manner and be respectful of the entire community within and outside the program. The field of behavior analysis is small, particularly within New Jersey. Inappropriate or unprofessional, or egregious behavior has the potential to adversely impact the program's reputation and all students in the program. Students should always be sure to engage in professional behavior!

Additional suggestions for professional behaviors in and out of the program include:

- Be dependable and accountable
- Do not gossip
- Avoid slang and jargon while speaking and/or writing (even in email)
- Maintain student and client confidentiality

### **Materials to be purchased upon Day 1**

Each course will have associated required textbooks and other course materials. They will be specified in the course outlines. Before beginning course work, all students are required to obtain, or have access to, the most current edition of the American Psychological Association (APA) Publication Manual. The Sister Mary Joseph Cunningham Library holds the current version.

### **Ensuring Success**

Faculty members are committed to the success of each student. There are, however, a few general recommendations that will help ensure your success:

1. Learn the technical terminology – ABA literature is made up of many technical terms, some of which have meaning different than those found in common usage. There are resources available for learning the terminology, but utilizing those terms in and out of the classroom always helps!
2. Work on writing – All professions entail writing. For students of ABA, writing makes up a substantial portion of an ABA professional's skill set. Therefore, it is important that all students pay special attention to the quality of their writing. Students should reference writing manuals (e.g., APA Style Guide), proofread multiple times, and carefully review feedback from faculty.

3. Participate in class discussion - Students will find that graduate course work differs a great deal from undergraduate course work. All courses entail a great deal of reading and intensive discussions about assigned readings. Students are expected to come to class having read all material, and to be prepared to discuss that material.
4. Form peer study groups – Program faculty encourages students to form study groups. Peer-to-peer learning can facilitate learning the terminology and concepts.

### **Additional Expectations**

All students are required to attend all ABA program events, even if the events fall on a non-class day. These events may be professional speaker events, conferences, meetings, etc. All events are designed for the professional development of our students.

Many of the program faculty members are engaged in research and/or clinical activities. It is expected that all students will participate in these activities to the extent possible.



## UNIVERSITY & PROGRAM POLICIES

The ABA program policies correspond with the university policies unless otherwise specified. For complete description of the university's policies, see the [Georgian Court University Student Handbook](#).

### **Non-Discriminatory Policy (University Policy)**

Georgian Court University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by university policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. It is a violation of this policy to discriminate if the basis of that discriminatory treatment is, in whole or in part, the person's race, creed, religion, color, national origin, nationality, ancestry, age, gender (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, mental or physical disability, military service or veteran status, or any other basis that is protected under applicable law.

Further, the University is committed to creating an environment which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment in which people are treated with dignity, decency, and respect. Acts of intolerance violate the principles upon which Georgian Court is built and serve to destroy the fabric of the society we share. Such actions not only do untold and unjust harm to the dignity, safety, and well-being of those who experience this pernicious kind of discrimination but also threaten the reputation of the University and impede the realization of the University's educational mission.

Georgian Court University encourages reporting of all perceived incidents of discrimination or harassment. It is the policy of the University to investigate such reports promptly and thoroughly. Retaliation against any individual who reports discrimination or harassment or who participates in an investigation of such reports is prohibited. Inquiries concerning this policy may be directed to the [Office of Human Resources](#), Georgian Court University, 900 Lakewood Avenue, Lakewood, NJ 08701-2697.

### **Academic Honesty (University Policy)**

All members of the GCU Applied Behavior Analysis program, students and faculty alike, are a part of both an academic and professional community of scholars and, as such, are expected to behave with integrity. This includes academic integrity. Professionals do not take credit for work that is not theirs.

Please see the GCU Student Handbook for a discussion of what academic honesty means, and for the procedures to be followed in cases of purported academic dishonesty. Please also be advised that instances of plagiarism will be forwarded to the chair of the Department of Psychology and

Counseling and to the Dean of the School of Arts and Sciences, who will maintain a file of such instances. Any instances of plagiarism or other academic dishonesty will be taken very seriously and may result in disciplinary procedures as described in the Handbook.

## **Student Handbook**

Each student admitted to the program will receive a copy of the ABA program student handbook. It is the responsibility of the student to familiarize themselves with the ABA program student handbook, as well as the GCU Student Handbook, and the current Graduate Catalog. During New Student Orientation (described below), students will turn in a signed copy of the Receipt of Handbook Acknowledgment (see Appendix A).

## **New Student Orientation**

All students admitted to the ABA program must attend a mandatory orientation. The orientation is designed to highlight critical information contained within this handbook, as well as to provide new students with a personal introduction to the program and program faculty. Students who are unable to attend orientation are expected to provide advance notice to the program director, and to arrange a time to meet with a faculty advisor to review missed information and receive the handbook.

## **Attendance**

Regular and consistent attendance is of major importance and is expected. It is expected that students will attend every class session.

If an unavoidable absence is expected, students are responsible for notifying faculty and coordinating with a fellow student to obtain missed information. Notification of an impending absence should be made in advance. If more than one absence is expected, it is the student's responsibility to develop a plan for accommodations with the appropriate faculty member. If multiple absences occur, even if excused due to medical reasons, the student may be encouraged to drop the course irrespective of any impact on the student's grade.

## **Email**

According to GCU policy, all email communications between students and faculty must be conducted using the GCU email system. This means that students must email from their GCU accounts if they are communicating with their professors, and faculty are precluded from replying to any address other than a GCU account. If you email faculty from an outside account (e.g., G-Mail), there is no guarantee that faculty will get your message, and if they notice that it is not a GCU account, they will reply to your GCU account according to GCU policy. It is expected that all students will properly maintain their email account to ensure the account does not generate a "mailbox is full" message.

## **Technology**

Use of technology in the classroom is acceptable, but should be restricted to taking notes, scheduling appointments, and searching course related information. Students observed engaging in non-course related activities (e.g., playing games, answering email, viewing social media) may be asked to leave the class.

Cell phones should be kept on vibrate and placed out-of-sight while in class. Students observed text messaging in class may be asked to leave class. Acceptable use of a cell phone solely entails emergency calls and setting important course/program related reminders/appointments. Students who are on call, or who are expecting important personal calls must notify the professor before the start of class. These calls must be taken outside of the class.

## **GCU Program Resources and Student Support Services**

### **Counseling**

The [Counseling Center](#) is available to all GCU students for assistance in dealing with any personal, emotional, or psychological issues which have an impact on academic performance. The Counseling Center, located on the second floor of the Casino building, offers a wide variety of services on a confidential basis which are free of charge to students. Hours are Monday through Friday, 8:30 a.m. to 5:00 p.m., with evening hours by appointment. Emergencies will be seen immediately.

Students can make an appointment to see a counselor by calling 732-987-2680 or by stopping in at the Center. Students coming for their first appointment should arrive 15 minutes early for the initial intake process. Counseling Services are accredited by the International Association of Counseling Services, Inc.

### **Student Success (Accessibility Services)**

Georgian Court University is committed to ensuring that all students receive equal access to all services, programs, and activities. We support students with documented physical, sensory, learning, or psychological disabilities by providing reasonable and appropriate accommodations in accordance with applicable laws. To request accommodations and/or academic adjustments, please contact the [Office of Student Success](#) on the lower level of the Sister Mary Joseph Cunningham Library. Call 732-987-2363 or send an email to [lfahr@georgian.edu](mailto:lfahr@georgian.edu).

Students at GCU who have a medical, learning, or psychiatric disability, either temporary or permanent, may be eligible for reasonable accommodations at the University through the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act. To receive these accommodations, students must identify themselves at The Academic Development and Support Center (ADSC), provide appropriate documentation, and collaborate with the development of an accommodation plan. There is no fee involved for these services unless the student requires an assessment, in which case the student pays for the assessment.

The GCU ABA program complies with ADA and will consider accommodations re: instructional and/or assessment methods for its students on a case-by-case basis. However, accommodations cannot include the elimination of program objectives, program requirements and expectancies, or other deviations, if, in the minds of the ABA faculty, they would be inconsistent with what is typically expected of practicing behavior analysts. That is, ADA does not require accommodations for those behaviors or skills that are essential for the practice of behavior analysis. These areas include, but are not limited to accommodations for public speaking, classroom presentations, or for engaging in classroom discussions, since such abilities are critical to the day-to-day functioning of a behavior analyst. Similarly, extended time limits or due dates for course assignments also are not ADA-eligible; promptness in adhering to specific time limits, specifically for report-writing and other written communications, is essential to the profession.

## **Library Services**

In addition to general library resources, the [Sister Mary Joseph Cunningham Library](#) has resources specifically designed for students in the ABA program. The [ABA Research Guide](#) contains useful links to journals, texts, and audiovisual media. Some of these resources are used in coursework, but students always have access to it.

Most of the courses in the ABA program require students obtain journal articles and other readings. The library webpage has links to databases from which students can begin a search for ABA literature resources. While the library holds subscriptions to many of ABA journals, they may not have all required articles. Students should take the necessary steps (e.g., interlibrary loan) to obtain the required article. If necessary, students should ask the librarian for assistance in locating articles not available at the library.

## **Writing Center**

Staffed with professional and peer tutors, the [Writing Center](#) is a free service open to all members of the GCU community. Its mission is to improve student writing at all levels and disciplines. The center provides personalized instruction designed to develop students' skills and help them become more confident writers. Workshops are offered on a one-on-one basis and in group format also.

## **Math Lab**

Another free service for the GCU community is the [Math Lounge](#). Both professional and peer tutors with a wide range of mathematics background provide support and instruction for those students needing additional help with their math and research coursework. Students can sign up for appointments on the Lab scheduling website, although walk-ins can be accommodated as well.

## **Career Services**

[Career Services](#) has a wide array of tools and resources to help you determine your future goals, identify and market your skill set, network, compile a résumé, prepare for interviews, and find jobs and internships. Career services are available to all GCU students and alumni.

## **Military and Veteran Services**

Active duty military and veterans can make use of services available to support them. Information about these services can be accessed [here](#).

## **Graduate Assistantships**

To apply for a graduate assistantship, you must be a graduate student or a prospective matriculating graduate student, unless approval has been granted for prerequisites from the appropriate dean. Special consideration may also be given to students who require a semester of

prerequisites for their approved program. Prospective students can apply at the same time they apply to the university. However, the applicant cannot be employed as a graduate assistant before being accepted as a matriculated graduate student. If prerequisites are required for the program, they must be approved by the dean of that school prior to being granted an assistantship.

Graduate Assistantships are available on a first-come, first-serve basis. Please submit your application at least a month prior to the start of the semester.

## ABA PROFESSIONAL ORGANIZATIONS

As students are embarking on a new career in Applied Behavior Analysis, the program faculty highly recommend that students become a member of a professional organization. These organizations not only connect students with other professionals, but also make many resources (e.g., job postings, journals, conference announcements, discounts) available. A few recommended organizations include:

### [Association for Behavior Analysis International \(ABAI\)](#)

The ABAI® is a nonprofit professional membership organization with the mission to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice. ABAI publishes several notable journals (e.g., Behavior Analysis in Practice). The annual conference is considered the premier behavior analytic event and draws over 5,000 behavior analysts from around the world every Memorial Day weekend. ABAI has a variety of special interest groups (SIGs) and regional/state chapters.

### [Association of Professional Behavior Analysts \(APBA\)](#)

The Association of Professional Behavior Analysts (APBA) is a 501(c)(6) nonprofit organization whose mission is to promote and advance the science-based practice of applied behavior analysis by representing the interests of appropriately credentialed professional and paraprofessional practitioners of applied behavior analysis and providing them with meaningful support and resources, working with federal, state, governmental, and third party entities to enhance recognition of appropriately credentialed professional and paraprofessional practitioners of applied behavior analysis and support the needs of appropriately credentialed professional and paraprofessional practitioners of applied behavior analysts, providing education opportunities to appropriately credentialed professional and paraprofessional practitioners of applied behavior analysts, providing resources to professionals and paraprofessionals in other fields and to consumers of behavior analytic services concerning the practice of applied behavior analysis, bringing professionals, paraprofessionals, consumers, and vendors together at national and regional meetings, supporting improvements in and access to services provided by professional and paraprofessional practitioners of applied behavior analysis, and promoting public understanding of the professional practice of behavior analysis.

### [Behavior Analysis Certification Board](#)

The Behavior Analyst Certification Board, Inc.® (BACB®) has been the leader in behavior analyst certification for over two decades. The BACB is a nonprofit corporation that was established in 1998 to meet professional certification needs identified by behavior analysts, governments, and consumers of behavior-analytic services. The BACB's mission is to protect consumers of behavior-analytic services by systematically establishing, promoting, and disseminating professional standards.

## [New Jersey Association for Behavior Analysis \(NJABA\)](#)

The New Jersey Association for Behavior Analysis (NJABA), an affiliated chapter of the Association for Behavior Analysis, International (ABAI) and an affiliate of the Association of Professional Behavior Analysts (APBA), was founded to promote the discipline of behavior analysis in New Jersey. Our first development meeting was held in 2003 at Rutgers, Douglas Developmental Disabilities Center. Since that time, NJABA became incorporated, earned tax exempt status, elected officers, developed this website, completed several newsletter issues, exceeded the 300-member mark (thank you to all members!), and held successful annual conferences and professional workshop days throughout the year.

## [Autism New Jersey](#)

Autism New Jersey is a nonprofit agency committed to ensuring safe and fulfilling lives for individuals with autism, their families, and the professionals who support them. Through awareness, credible information, education, and public policy initiatives, Autism New Jersey leads the way to lifelong individualized services provided with skill and compassion. We recognize the autism community's many contributions to society and work to enhance their resilience, abilities, and quality of life.

## [Autism Speaks](#)

Autism Speaks is dedicated to creating an inclusive world for all individuals with autism throughout their lifespan. We do this through advocacy, services, supports, research and innovation, and advances in care for autistic individuals and their families.

- Ensure access to reliable information and services across the lifespan
- Support research and innovation that drives towards improved quality of life and well-being for individuals with autism throughout their lives
- Leverage our assets through advocacy, partnerships and collaboration to support, extend and convene the work of service providers
- Accelerate delivery of solutions for adult quality of life needs, including transition, employment, housing and health and wellness
- Live and promote principles of diversity, equity, access and inclusion both in and outside of the organization



## Appendix A: Receipt of ABA Student Handbook & Student Information

I \_\_\_\_\_ acknowledge that I have received a copy of the Georgian Court University Graduate Program in MA in Applied Behavior Analysis. I understand that I am fully responsible for reading and understanding the content specified within this handbook, as well as all referenced materials.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

### *Additional Information:*

Student status: Full-time / Part-Time (circle)

Current Employer: \_\_\_\_\_

Title/Position: \_\_\_\_\_

If you are currently doing work that is behavior analytic in nature, do you have a BCBA who supervises you? Yes / No (circle)

BCBA Name: \_\_\_\_\_

BCBA Contact Information: \_\_\_\_\_

**COMPLETE THIS FORM, COPY, & SUBMIT TO THE PROGRAM DIRECTOR**

## Appendix B: Practicum Contract

### Georgian Court University MA in Applied Behavior Analysis Practicum Site Contract

<b>Student:</b>	<b>Semester:</b>
<b>Site Name:</b>	<b>Site Address &amp; Phone:</b>
<b>Primary BCBA® Supervisor:</b>	<b>Email &amp; Phone:</b>
<b>Authorizing Agent*:</b>	<b>Email &amp; Phone:</b>

*\*Must be an individual within the organization with authorization to make decisions regarding employment and practicum experiences. This individual is likely in an administrative role (e.g. CEO, Director, Clinical Director, etc.)*

This contract seeks to inform GCU Applied Behavior Program Director that the site agrees to allow the named student to accrue Practicum Hours at the site. Additionally, the site agrees to provide the necessary hours of supervision per week provided by one or more BCBA® who have completed the 8-hour Supervision course and are approved by the BACB® to provide supervision. This supervision will be provided weekly for each week that the student is enrolled in the Practicum for the \_\_\_\_\_ semester which starts on \_\_\_\_\_ and ends on \_\_\_\_\_. The site will identify one onsite supervisor to serve as the Main Supervisor for the named student. The site understands that GCU will also provide weekly group supervision.

#### Site Contact Supervisor

The Site Main Supervisor for the named student will be \_\_\_\_\_ (Site Contact Supervisor name), BCBA® # \_\_\_\_\_. The site understands that although there may be more than one supervisor at the organization, the named supervisor is the one who will oversee the supervision for the named student and lead communication with the Georgian Court Supervisor. The BCBA® has completed the required 8-hour supervision training as required by the BACB®. If the organization has additional BCBA® who may also provide supervision, complete the following table indicating a list of BACB® supervisors and their BACB® #s:

Name of BCBA®	BACB® #

## Site Activities

As a practicum site, we agree to provide the student with broad behavior analytic experience with opportunity to engage in activities on the [BACB® 5<sup>th</sup> Edition Task List](#) and the [BACB® Test Content Outline 6<sup>th</sup> edition](#). We understand that a minimum of 11.5 hours of the 25 hours accrued towards supervised experience may be direct implementation of behavior analytic practices (Restricted Activities as defined by the BACB®). The student will also have the opportunity to work with many clients in both 1:1 and group settings.

## Student Conduct

If the student fails to meet standards of conduct or performance, Georgian Court or the on-site Main Supervisor will collaborate to identify options for addressing the deficits, including remediation and/or performance improvement plan. Georgian Court or the onsite Main Supervisor can suggest discontinuation of the practicum if continuation is not warranted based on lack of professionalism, violation of company policies, or failure to demonstrate progress.

Given the on-site supervisor(s) will have a broader understanding of clients and the context, any suggestions made by the GCU Program Director must be discussed with the on-site supervisor by the supervisee before programming modifications occur.

The student must adhere to all federal and state laws (e.g. FERPA, HIPAA) including client confidentiality. Given the named student is completing this practicum for course credit the site understand assignments and course requirements will necessitate sharing information from the work experience. When this occurs, the student will follow all applicable laws (e.g. FERPA, HIPAA) and will maintain client confidentiality.

The on-site supervisor(s) and GCU Program Director will communicate as needed regarding student progress. On-site difficulties and challenges that occur will initially be addressed between the on-site supervisor and the student. If resolution does not occur, then either the student or site Main Supervisor may contact the GCU Program Director. If the situation continues and or a resolution does not occur, then the GCU Program Director will be contacted.

## The student agrees to:

- Adhere to the regulations and policies of the practicum site
- Complete all practicum assignments and requirements including maintenance of supervision documentation
- Inform on-site supervisor of all assignments that will necessitate sharing site information in advance
- Maintain all documentation required by the Georgian Court MA in ABA program and BACB®
- Obtain appropriate informed consent/opt out prior to any video recording and get onsite supervisor permission prior to video recording
- Begin accruing practicum hours only after completing the necessary BACB® requirements
- Meet all supervisee requirements as outlined in the BCBA® Handbook
- Adhere to the [BACB® Professional and Ethical Compliance Code for Behavior Analysts](#)

**The site agrees to:**

- Meet all supervision requirements as specified by the BACB®
- Adhere to the [BACB® Professional and Ethical Compliance Code for Behavior Analysts](#)
- Provide a minimum of 1 hour of supervision per week, including 1 direct observation of the student engaged in behavior analytic services with a client, delivered by a BCBA who meets the BACB® requirements to serve as a supervisor and in accordance with the most recent BACB® Experience Standards
- Provide an Onsite Main Supervisor who will serve as the main point of contact for the Georgian Court Supervisor and assist with providing experiences that will meet the BACB® Experience Standards as well as the course requirements
- Maintain communication between the site and GCU Program Director
- Maintain contracts between the On-site Main supervisor, GCU Program Director and the student
- Notify the GCU Program Director and supervisor immediately if the Main Onsite Supervisor is no longer available and assist in identifying a new Onsite Main Supervisor as soon as possible. If the Main On-site Supervisor is not available for a given period, it is the organization’s responsibility to make sure there is another qualified BCBA® to provide the required amount of supervision to the BCBA® without any breaks in his/her supervision.
- Allow the students to share details regarding their experience in weekly practicum supervision meetings, noting that only first names will be utilized, and confidentiality will be maintained
- Complete the review of student progress and professional work characteristics (see Appendix H) at the end of each semester.

Student	Date
On-site Main Supervisor	Date
Authorizing Agent	Date
Georgian Court University MA in ABA Program Director	Date

Revised Summer 2024

## Appendix C: Master's Project Committee Approval Form

The following have agreed to serve on the Master's Project Committee for \_\_\_\_\_, a student in the MA in ABA program at Georgian Court University.

The Committee is comprised of two members as described in the MA in ABA Program Student Handbook. Any master's project committee second member of the committee who is not a member of the GCU faculty must be approved by the MA in ABA program director or the practicum course instructor (see Appendix D).

---

Master's Project Committee Chairperson

Date

---

Master's Project Committee Reader

Date

## Appendix D: Master’s Project Outside Committee Member Approval Form

Anyone who is not employed as a full-time, ranked faculty member at GCU is an outside committee member.

To serve as an outside member of a master’s project committee the individual must abide by all GCU policies and procedures and must meet and agree to the following conditions:

- Understand that outside committee members are not employees of GCU, unless prior to joining the committee, said individual is employed by GCU as faculty, staff or administration.
- Have no expectation or right to be remunerated for time or travel by the university
- Hold a doctoral degree from a regionally accredited college or university or be an active BCBA®
- Submit a complete and updated CV or resume
- Have expertise in an area directly related to the master’s project topic
- Not be in a subordinate professional position to the student.
- Remain as a committee member until the student completes the master’s project or is no longer enrolled in the program

The prospective committee member’s CV or resume should be submitted with this form. A signature on this form indicates approval and/or acceptance of the conditions specified above.

---

Master’s Project Student Date

---

Master’s Project Committee Chairperson Date

---

Master’s Project Outside Committee Reader Date

## Appendix E: Master's Project Proposal Completion Form

This form certifies that \_\_\_\_\_ has proposed their master's project for the MA in ABA program. The project is titled

\_\_\_\_\_.

The master's project committee has rated the proposal as:

\_\_\_\_\_ Pass      \_\_\_\_\_ Pass w/ minor revision(s)      \_\_\_\_\_ Pass w/ revision(s)      \_\_\_\_\_ Fail

With any grade other than "pass" the student will receive written feedback within 24 hours regarding the changes that need to be made for the student to make corrections, changes, etc. to resubmit their proposal for re-evaluation and a grade of "pass".

---

Master's Project Committee Chairperson

Date

---

Master's Project Committee Reader

Date

The signature below certifies that \_\_\_\_\_ has submitted all required revisions of the master's project proposal to the master's project committee chairperson on \_\_\_\_\_. The signature of the master's project committee chairperson signifies that the revisions submitted warrant a change of grade on the master's project to "Pass". A grade of "Pass" signifies that the student is now eligible to submit a GCU IRRB application for their master's research.

---

Master's Project Committee Chairperson

Date

## Appendix F: Master's Project Completion Form

This form certifies that \_\_\_\_\_ has completed the master's project for the MA in ABA program. Completion of this project includes producing a manuscript conforming to the guidelines for the master's project and conducting all final edits of the manuscript as directed by the master's project chairperson.

---

Master's Project Committee Chairperson

Date

---

Master's Project Committee Reader

Date



## Appendix G: Evaluation of Student Progress and Professional Work Characteristics

(Note: This survey will be deployed through Qualtrics)

The Evaluation of Student Progress and Professional Work Characteristics will be completed by faculty once per year. Students will receive a completed copy of the evaluation.

Student: \_\_\_\_\_ Year in Program: \_\_\_\_\_ Date: \_\_\_\_\_

Use the following scale to make your ratings:

0	1	2	3	N/A
Needs Improvement	Satisfactory	Proficient	Exemplary	No opportunity to observe

1. Initiative
2. Dependability
3. Time Management/Work Organization
4. Problem Solving/Critical Thinking
5. Respect for Human Diversity
6. Oral Communication
7. Written Communication
8. Attending/Listening Skills
9. Effective Interpersonal Relationships
10. Teamwork
11. Adaptability/Flexibility
12. Responsiveness to Supervision/Feedback
13. Self-Awareness
14. Professional Identity/Development
15. Independent Functioning
16. Ethical Behavior and Practice

## Appendix H: Evaluation of Student Progress and Professional Work Characteristics by Practicum Supervisor

(Note: This survey will be deployed through Qualtrics)

### Student Section

Directions: Practicum students should complete this part of the evaluation form and then give it to the site supervisor(s) to complete and review with them. Once completed and signed, please return to the practicum course instructor.

Student Name: \_\_\_\_\_ Practicum Site \_\_\_\_\_  
 Site Supervisor: \_\_\_\_\_ Dates of Placement: \_\_\_\_\_ to: \_\_\_\_\_  
 Total #Direct Hours: \_\_\_\_\_ Total # Indirect Hours: \_\_\_\_\_ Total # Hours of Supervision: \_\_\_\_\_  
 Describe Duties: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Supervisor Section

Directions: Please complete this evaluation form to summarize your supervision experience with this student. Rate the student's performance in comparison to other students at their level. When finished, review it with the student. The student will return the completed form to the practicum course instructor. Please note that by signing the last page, you will be confirming the hours and duties reported by the student on the top of this front page.

Use the following scale to make your ratings:

0	1	2	3	N/A
Needs Improvement	Satisfactory	Proficient	Exemplary	No opportunity to observe

#### Section 1: Basic work requirements

- Arrives on time
- Informs supervisor and arranges for absences
- Completes assigned tasks in timely fashion
- Professional dress/clothing/attire
- Professional demeanor/attitude/language
- Overall rating for this section:
- Comments/Suggestions:

#### Section 2: Supervision

- Prepares for supervision
- Willing to discuss questions and problems
- Seeks supervision when appropriate
- Accepts feedback appropriately and nondefensively
- Modifies behavior based on feedback
- Overall rating for this section

Comments/Suggestions:

Section 3: Behavior Analytic Skills-[BACB® Test Content Outline \(TCO\) 6<sup>th</sup> Edition](#)

TCO Domain A: Behaviorism & Philosophical Content

TCO Domain B: Concepts and Principles

TCO Domain C: Measurement, Data Display, and Interpretation

TCO Domain D: Experimental Design

TCO Domain E: Ethical & Professional Issues

TCO Domain F: Behavior Assessment

TCO Domain G: Behavior Change Procedures

TCO Domain H: Selecting and Implementing Interventions

TCO Domain I: Personnel Supervision & Management

Overall rating for this section

Comments/Suggestions:

Section 4: Summary

Student's main strengths and assets:

Areas of needed improvement:

Specific recommendations:

Other comments or observations:

Was this information/form reviewed with the student?  Yes  No

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Student Signature

Date

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Practicum Site Supervisor Signature

Date

## Appendix I: Student Evaluation of Practicum

(Note: This survey will be deployed through Qualtrics)

<b>Student Name:</b>	Click here to enter text.	<b>Program</b>	Click here to enter text.
<b>Site Name:</b>	Click here to enter text.	<b>Site Street Address:</b>	Click here to enter text.
<b>Site City:</b>	Click here to enter text.	<b>Site State:</b>	Click here to enter text.
		<b>Site Zip:</b>	Click here to enter text.
<u>Student Background</u>			
List any and all credentials you current have in behavior analysis (e.g., RBT, BCaBA):		Click here to enter text.	
Are you currently accruing supervised experience hours?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Has your BCBA supervisor(s) completed their 8-hour supervision training?	<input type="checkbox"/> Yes <input type="checkbox"/> No
How long have you been working at your current site?			Click here to enter text.
How many total hours a week do you work at your site, on average?			Click here to enter text.
Are you considered an employee of your site?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Are you considered full time or part time?	<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time
What is your job title at your site?	Click here to enter text.	Do you supervise any other staff at your site?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<u>Site Background</u>			
For the following questions, only include information for your <b>specific site location</b> . If your site/company has multiple branches, offices, or locations, only include information for <i>your</i> location, not the entire company or multiple locations.			
What is your site's webpage, if any?		Click here to enter text.	
What type of ABA services does your site provide (e.g., early intensive, focused, comprehensive, etc.).		Click here to enter text.	
List all other services (e.g., OT, PT) are provided at your site, if any?		Click here to enter text.	

How old is your site (e.g., when was your site location established)?		Click here to enter text.	
How many locations does your organization have?		Click here to enter text.	
Does your site have a waiting list of clients? If so, how long is it?		Click here to enter text.	
In which settings does your site offer ABA services? Check off or X all that apply.	<input type="checkbox"/> Home	In which settings are you currently working? Check off or X all that apply.	<input type="checkbox"/> Home
	<input type="checkbox"/> School		<input type="checkbox"/> School
	<input type="checkbox"/> Center/Clinic		<input type="checkbox"/> Center/Clinic
	<input type="checkbox"/> Community		<input type="checkbox"/> Community
	<input type="checkbox"/> Other:		<input type="checkbox"/> Other:
Describe <i>your</i> current caseload of clients (e.g., clients you work with and/or supervise.	Number of clients:	Click here to enter text.	
	Age range of clients:	Click here to enter text.	
	What populations (e.g., autism, ADHD)?	Click here to enter text.	
How much time do you spend with each client in a typical week? <i>For example, "I see each client for 6 hours a week." or "One client receives 12 hours, and two clients get 6 hours each."</i>		Click here to enter text.	
Are any of your cases split with other practitioners? If so, describe how this works.		Click here to enter text.	
Do you supervise any employees? If so, how many?		Click here to enter text.	
How many total hours of your typical work week are spent in direct implementation of client programs and behavior plans?			Click here to enter text.
How many total hours of your typical work week are spent in other ABA activities (i.e., ABA tasks that are not direct implementation of client programs and behavior plans with clients)?			Click here to enter text.
How many total hours of your typical work week are spent in admin tasks, such as insurance billing, cleaning, or driving?			Click here to enter text.
Describe your site's organizational structure (e.g., what job title works with clients directly, what job title supervises them, what job title supervises those supervisors, and so on).			
Click here to enter text.			

List each of your supervisors at your site location, one per row. For each, provide the following details on their title, credentials, and client/supervisory caseloads. If a BCBA is supervising someone with their own caseload, the number of clients in all supervisee caseloads must be included in the total client caseload for that BCBA (e.g., if a BCBA has 10 clients and supervises a BCaBA with 5 clients, the BCBA's total client caseload is 15, not 10). If your site does not have Technician as a job title, "Tech" refers to line therapists or clinicians that work directly with the clients implementing behavior plans and programs.

Supervisor Name	Supervisor Title & Credentials	How many of the following does the person supervise?			
		Clients	Techs (Not Accruing Exp. Hours)	Techs (Accruing Exp. Hours)	BCaBAs
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Supervision

Are the supervisors listed above considered employees of your site, or outside contractors?	Click here to enter text.
Are the supervisors listed above considered full time or part time?	Click here to enter text.
How many hours, total, do you get with your supervisor(s) each week, on average?	Click here to enter text.
Is your supervision remote/distance, or in person/face to face?	Click here to enter text.
Is your supervision in individual/1:1 or group format?	Click here to enter text.
Does your supervision take place during sessions with the client, or outside of ABA sessions?	Click here to enter text.
How is your supervision spread across each of your cases? <i>For example, "My supervisor sees each of my cases for one hour each week"</i>	Click here to enter text.
How do you typically communicate with your supervisor(s)? Check off or X all that apply.	<input type="checkbox"/> Face-to-face <input type="checkbox"/> Phone call <input type="checkbox"/> Texting <input type="checkbox"/> Email <input type="checkbox"/> Other:

How long does it take to hear back from a supervisor after you reach out to them?	Click here to enter text.		
How much support do you have during sessions with clients?	Click here to enter text.		
What happens in an emergency (e.g., sudden extreme aggression, injury)?	Click here to enter text.		
What type of monitoring system is there for staff? How frequently are staff monitored?	Click here to enter text.		
How formal are the BCBA's observations of you and other staff?	Click here to enter text.		
How is feedback structured (e.g., written, forms, graphs, vocal, etc.)? Describe any forms that may be used to evaluate supervisee performance.	Click here to enter text.		
Does your supervisor collect treatment integrity or procedural fidelity data on your performance and share it with you?	Click here to enter text.	Does your supervisor collect inter-observer agreement (IOA) data on your performance and share it with you?	Click here to enter text.
What kind of orientation was there for starting at this site? Describe your initial training.	Click here to enter text.		
What kind of ongoing or booster training is there? Describe it.	Click here to enter text.		
Does your site use competency-based training for initial and ongoing training? Describe it.	Click here to enter text.		
<u>Clinical Activities</u>			
Describe the intake procedure for new clients. How are services started for a brand-new referral?	Click here to enter text.		
At what point would you start working with a new client in the process above? How are you involved with the intake process?	Click here to enter text.		
How are sessions with clients structured? What is a typical schedule or routine within session?	Click here to enter text.		
Who writes programs for clients? What are programs based on? How are they individualized for each client (e.g., if Billy and Sue both have a	Click here to enter text.		

matching program, how might their programs differ)?	
How do you promote generalization? List any strategies and describe.	Click here to enter text.
How do you program for maintenance?	Click here to enter text.
What opportunities do you have for indirect/unrestricted activities? Describe any programs, reports, BIPs, etc. that you have written for clients.	Click here to enter text.
List all <i>stimulus preference assessment (SPA)</i> procedures used at your site.	Click here to enter text.
Which of the procedures listed have you done or observed?	Click here to enter text.
How often are SPAs conducted?	Click here to enter text.
Are data collected on each SPA conducted?	Click here to enter text.
Describe the <i>indirect assessment</i> portion of the <i>functional behavior assessment</i> process at your site.	Click here to enter text.
How are you involved in the process?	Click here to enter text.
Describe the <i>direct assessment</i> portion of the <i>functional behavior assessment</i> process at your site.	Click here to enter text.
How are you involved in the process?	Click here to enter text.
Describe the <i>functional analysis</i> portion of the <i>functional behavior assessment</i> process at your site.	Click here to enter text.
How are you involved in the process?	Click here to enter text.
List all adaptive, daily living, academic, or other skills assessments (e.g., ABLLS) used at your site.	Click here to enter text.
Which of the procedures listed have you done or observed?	Click here to enter text.
Describe your site's data collection procedures.	
How are data recorded? Who collects it?	Click here to enter text.
How often are data recorded?	Click here to enter text.
List the types of measures/data you record.	Click here to enter text.



Describe your site's graphing procedures.	
How are data graphed? Who does the graphing?	Click here to enter text.
How often are graphs updated?	Click here to enter text.
How often are graphs reviewed by the BCBA?	Click here to enter text.
How often does the BCBA review graphs with you?	Click here to enter text.
What thing(s) about your site do you like and would like to see keep happening?	
If there was anything(s) you could change about your site, what would that be?	